

### ***Director's Note***

We welcome you to this new year with several *notes* that underscore the value of teaching and mentoring. Josh Shepherd reports about the recently held Teacher Who Made a Difference Program that honored eighty-four distinguished educators from across the state and highlighted the career of a beloved University of Kentucky emeritus professor who, through his strong commitment to teacher education, influenced the careers of many teachers for decades. In another article, Josh profiles four new faculty members who bring rich experiences and considerable expertise in research-based teaching to our partnership efforts. Cindi Jo Ratliff, University of Kentucky Alumna and cooperating teacher at Jessie Clark Middle School, offers words of wisdom about the importance of collaboration in her inspiring story about how three UK trained women continuously invigorate their professional lives and the lives of the prospective teachers with whom they work through their involvement in our Teacher Education Program. Also, Esther Livingston, Assistant Director of Experiential Education at UK's Career Center, suggests ways to help teacher candidates improve their employment possibilities.

I hope you will be inspired, as I was, by reading these interesting articles. The contributors to this newsletter issue once again remind me that collaboration is the hallmark of our profession. Working thoughtfully together enhances our lives and our efforts to contribute to the lives of others. I'm ready to begin again. And, with your help, I feel confident that we will have another good year collaborating to strengthen our profession.

-SB

## **Welcoming New Faculty to the Field**

by Josh Shepherd  
Office of the Dean

Continuing in its efforts to bring fresh ideas and new faces to its collaborative educational partnerships, the University of Kentucky College of Education is proud to introduce four new faculty members to the Department of Curriculum and Instruction.

These new assistant professors bring with them impressive academic credentials and practical experience from their years of public school teaching. Each will serve our partner schools with the development of new collaborations with local educators to help improve professional development of teachers, research about best practices, and educational opportunities for Kentucky's students.

Dr. Toby Emert, formerly assistant professor in the English department at Kennesaw State University, earned his Doctor of Education degree at the University of Virginia. He also holds degrees in English and in Education from The College of William and Mary, the University of Tennessee, and Longwood College. In addition to working for several years in student affairs at the university level, he has served as a classroom teacher of middle and high school students, instructing classes in language arts and theatre. His research interests include examining the connections between process drama and language arts, multicultural education, and writing instruction, specifically teachers' responses to writing.

Dr. Penny Howell completed her masters and doctoral degrees in Teacher Education at Teachers College, Columbia University. She also holds a BS in Elementary Education from Middle Tennessee State University. Dr. Howell has been a middle school classroom teacher

in rural, suburban and urban public schools. She has also worked as a literacy consultant for the New York City Board of Education. Her scholarly interests include cooperating teacher/student teacher relationships, middle level language arts education, assessment, accountability, and classroom management.

Dr. Mary Markowitz, who is an assistant professor of secondary education and co-coordinator of the Masters with Initial Certification (MIC) Program, earned a doctor of philosophy degree at the University of Kansas. She also earned a Bachelor of Science in Education degree at the University of Kansas in Language Arts as well as a Master of Arts degree in English Literature from Emporia State University. Dr. Markowitz taught English for 13 years in three different high schools in Kansas and most recently was an assistant professor of secondary education at Ohio University. Dr. Markowitz's current research interests include teacher preparation, with an emphasis on self-disclosure practices and teacher dispositions, and school reform, particularly charter school theory and policy. Other academic interests include educational philosophy and theory, feminist issues in education, and diversity.

Dr. Kathleen Swan came to the university after completing her doctoral degree in social studies education at the University of Virginia. She also holds a B.S. in economics from Mount Saint Mary's College in Maryland and an M.A.T. in social studies education from Johns Hopkins University. She served as a classroom teacher in grades 6-12 for seven years in public, private and international schools prior to pursuing her doctoral degree. Dr. Swan's current research interests include examining strategies for training pre-service and in-service social studies teachers to effectively use educational technology in social studies instruction.

We are delighted to have Drs. Emert, Howell, Markowitz and Swan in our midst. They bring fresh ideas and energy, certain to enrich our work. Please help us welcome these new faculty to the community.

## Your Invitation to Join Phi Delta Kappa International!

Gary Schroeder  
UK/PDK Chapter President

Phi Delta Kappa International, a professional honorary for educators, is a leading advocate for public education. They publish the PHI DELTA KAPPAN, the most frequently cited journal in education. The KAPPAN is published monthly (except for July and August) and contains information on current education topics, research, and issues.

Benefits include workshops that offer practical solutions to the real issues and tough challenges that face educators today; discounts on select professional books, monographs, and audio-visual materials; PDK-sponsored travel around the world, a literature search service, and the KAPPAN Job Site.

The College of Education at the University of Kentucky sponsors our local chapter of Phi Delta Kappa International. Members are teachers, principals, administrators and student teachers in surrounding schools districts, colleges, and KDE. We make contacts and network with our colleagues through our own website and through attendance at our functions.

We extend an invitation to join us. Regular membership is \$60.00 which includes a year's subscription to the Kappan. Student and student teacher membership is \$27.50 a year - a real bargain, and looks great on a resume.

Interested? Just click on our website: <http://www.pdkuk.org> or contact Connie Evans, membership co-chair, at: [cmevans5@alltel.net](mailto:cmevans5@alltel.net). We look forward to hearing from you!

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# Passing the Torch: Perspectives about Supervision from a UK College of Education Alumna

by Cindi Jo Ratliff  
Jessie Clark Middle School

In the fall of 1996, a very naïve and apprehensive University of Kentucky student made her way from a busy Yates Creek Middle School parking lot, through a crowd of unfamiliar faces, toward a campus portable building where she would begin her very first day of practicum placement. I still remember shyly knocking on my supervising teacher's door, anxious to meet her and desperately hoping she would like me. When suddenly, I heard a friendly voice behind me say, "Good morning! You must be Cindi. I'm so glad you're here!" Instantly, I knew this was going to be the perfect place to learn and grow.

I was only one of at least 20 middle school education student teachers that year. We worked, studied, and dreamed together, forging life-long friendships. Looking back now, I'm sure if someone had predicted that I would get the chance to teach in the same school, on the same team, with two of my closest friends, I would have laughed. As it turns out, that's exactly what happened. Kim Fraley, who teaches Mathematics, Shawna K. Baker, our Social Studies teacher, and I have been working together for three years. This means that we have the opportunity every day to use the "team work" concept we developed at UK to design and implement meaningful cooperative instruction for our 6<sup>th</sup> graders. We collaborate to produce portfolio entries, interdisciplinary units, community projects, field trips,

team rules, celebrations, and just about everything else you can imagine.

Our unique personal teaching styles play a vital role in the composition, character and success of our team. For example, Mrs. Fraley's high expectations coupled with her well-organized and structured classroom management provide a strong and safe framework for beginning middle school students. Unparalleled content area knowledge and commitment to individual student success are evident almost immediately upon entering her classroom. In addition, Ms. Baker's enthusiasm and love for children serves as the necessary element of fun for our team. Her teaching style actively lends itself to cooperative learning style instruction, as well as hands-on multicultural projects and experiences. Flexibility and her willingness to try anything define Ms. Baker as the glue that fuels our team's collaborative attitude. I offer Voyagers team teachers the reassurance of a calm and clear decision-making perspective, as well as the necessary creativity to help design and implement instructional diversity developmentally appropriate for early adolescent learners. Those relationships forged early on at UK now serve to mesh style and personality forming our motto, "An Unsinkable Sixth Grade Team."

One of the greatest pleasures of working together with other UK graduates is our mutual

desire to welcome practicum and student teachers from our alma mater into our little family with open arms. We sincerely wish to invest the same warmth, enthusiasm, and freedom into the lives of future teachers, as was shown to us all those years ago. Sometimes I think it's easy for educators to overlook the honorable responsibility and opportunity we have to inspire, nurture, and encourage beginning teachers. Inside our classrooms they observe real world collaboration while finding a safe environment for the development of personal teaching styles, expectations for performance, and workable classroom management.

The most beneficial component of this experience comes from the realization that one's ideas are important, then seeing those ideas implemented in the classroom. Student teachers are not temporary personal assistants employed to complete menial tasks. They are blossoming professionals who often bring a fresh perspective and energy into the classroom, deserving respect and thoughtful constructive feedback in a non-threatening environment. A reflective perspective and positive mentoring are vital to every successful placement experience.

Cindi Jo Ratliff  
Voyager Team Leader  
6<sup>th</sup> grade Language Arts  
Jessie Clark Middle School

# Celebrating the Heart of our Profession: Teachers Who Made a Difference Program Honors Distinguished Educators

by Josh Shepherd

Eighty-four teachers from across the state of Kentucky were recognized at the 2004 Teachers Who Made a Difference (TWMAD) program Saturday morning, November 6 at the University of Kentucky Student Center. In addition to recognizing these distinguished educators, participants paid tribute to the late Dr. Albert S. Levy, professor-emeritus of the College of Education. Memorials in his honor provided support to the annual teacher appreciation program.

To date, the TWMAD program has honored over 700 teachers, many of whom come from around Kentucky, including several University of Kentucky College of Education professors.

The program has grown considerably since its start in 1998. It settled into a new location at the University of Kentucky Student Center this year to accommodate the burgeoning number of participants and program supporters. Over two hundred people came to the program – a new attendance record for TWMAD.

Mickey Settles, a College of Education alumnae and daughter of Dr. Albert Levy, was guest speaker. She spent a few moments talking about Dr. Levy and his long-standing influence as an educator, professor and researcher. At the conclusion of her speech, James Cibulka, Dean of the College of Edu-

cation, presented Dr. Levy's daughters, Settles, Bobbie Anderson, and Debbie Anderson, with a special TWMAD plaque.

The College of Education established the TWMAD program as a forum to allow people to thank those teachers who inspired them to pursue their career goals. There are few limits on the number of people who can be named for the honor. No affiliation with the University of Kentucky or the College of Education is required to receive recognition.

Many of the educators honored at the event have had careers spanning between 20 - 40 years. A few shared memories of teaching extending back into the days of rural one-room schoolhouses.

"Of all the programs the College of Education sponsors throughout the year, the Teachers Who Made a Difference program is undoubtedly my favorite," said James G. Cibulka, Dean of the College of Education. "It is a celebration of the true heart of our vocation -- making a difference in people's lives."

#### Editorial Staff:

Gwen Ayuninjam  
Sharon Brennan  
Julie Cleary  
Patricia David  
Connie Lane

## IMPORTANT ANNOUNCEMENT!!

### Cooperating and Resource Teacher Tuition Waiver Program

As provided for in Senate Bill 77, state universities will provide resource teachers a tuition waiver for up to six credits for each intern supervision (KTIP) they complete.

A cooperating teacher, upon completion of supervision of a student teacher, will also be eligible. To qualify you must:

- *enroll within one calendar year after completing the supervisory assignment;*
- *complete the supervisory assignment after August 1, 2000;*
- *be admitted to one of the eight state universities and be a student in good standing.*

For further information, contact the College of Education at the state university of your choice.

At the University of Kentucky, contact:

**Dr. Eric Anderman**  
**Associate Dean of Research and  
Graduate Studies**  
**107 Taylor Education Building**  
**Lexington, KY 40506-0001**  
**Phone: (859) 257-9795**  
**E-mail: eande1@uky.edu**

You may obtain a copy of the application at: <http://www.uky.edu/Education/SB77info.html>





## Kentucky Teacher Internship Program

University of Kentucky Service Region  
2004-2005 KTIP Training Schedule

January 22, 2005

All training sessions are scheduled to begin at 8:00 a.m. and end at 5:00 p.m. in Room 109 Dickey Hall on UK campus. A Workshop Preparation Assignment must be completed for entrance to the training.

Please register on-line at [www.uky.edu/Education/OFE/ofektip.html](http://www.uky.edu/Education/OFE/ofektip.html) For more information, e-mail Julie Cleary at [jsclea01@uky.edu](mailto:jsclea01@uky.edu) or call (859) 257-1857.

### Collaborative Connection: Sharing Ideas

One way to sustain the collaborative connection between university and school-based partners is to share ideas about teaching and learning. What works and doesn't work in your experience to promote quality teaching and foster student learning? What changes, challenges, "ah aha's" have you experienced that colleagues might find interesting or helpful. Please send your thoughts, ideas, suggestions, concerns, etc., to Julie Cleary at [jsclea01@uky.edu](mailto:jsclea01@uky.edu). We welcome your contributions!

### UPCOMING EVENTS

<b>January 11</b> 8:30a.m.- 12:00 Noon	Student Teacher Orientation Meetings Taylor Ed Auditorium
<b>January 12</b>	First Day of Student Teaching
<b>January 22</b>	KTIP Training Session
<b>February 1</b>	Registration Deadline for March 5 PRAXIS
<b>February 10</b>	Last day to apply for a May degree - <a href="#">166 TEB</a>
<b>March 7</b>	Dual placement students begin 2nd half placement
<b>March 14-19</b>	UK Spring Break
<b>April 4-8</b>	Spring vacations - School Districts
<b>April 12</b>	Kentucky Teachers' Network Interviews Eastern Ky University
<b>April 28</b>	Fayette County Student Teacher Reception/Workshop Conference Rm C Central Office
<b>May 6</b>	Last day of student teaching. <b>Final evaluation must be turned into the Student Teaching Office 104 TEB</b>

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